

**Bureau of Special Education
Special Education Program Approval and Improvement Process
Focused Monitoring
Milford – SAU #40**

Our Mission:

To provide a quality education that challenges all students to succeed

Our Vision:

Our Ideal for the Future...

Schools, community, families and students are engaged in a dynamic educational system that produces successful students.

Our Beliefs

What We Believe to Be

- ✓ Education is a shared responsibility of the individual, family, school, and community.
 - ✓ High Expectations challenge people to higher levels of performance.
 - ✓ All people are expected to act with reason, respect, and responsibility.
- ✓ It is essential to appreciate diversity and value the contributions of others.
- ✓ Education should be appropriate to the cognitive, social and emotional needs of students.
 - ✓ Teachers and others who support a child's education are valuable assets.
 - ✓ District resources must be used as efficiently and effectively as possible.

June 1, 2013

**Superintendent: Robert Suprenant
Special Services Director: Johanna Johnson**

**New Hampshire Department of Education Technical Assistants
Robert Greenleaf and Kathy Skoglund**

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Introduction

Milford, New Hampshire, respectfully known as the ‘Granite Town’, is a quaint, friendly town with approximately 15,000 residents. It is located at the foot of the Monadnock Mountains just ten minutes from Nashua and thirty minutes from Manchester. Like the community it represents, the Milford School District provides rich and diverse educational experiences to its youth.

The Milford School District serves a population of 2,800 students at five institutions ranging from pre-school to high school. The curriculum and instructional techniques are designed and implemented by our two hundred and fifty teachers to ensure the students reach their full potential. The students have a plethora of co-curricular and challenging school programs available to them. Every student and family will find, at every school, something for them ranging from on-site before school child care to programs for the advanced learners. The Jacques Memorial and Heron Pond elementary schools provide all students with the necessary educational foundation for advancement. The Milford Middle School provides the students with essential needs for developing adolescents. The same educational commitment of Milford extends to the special needs population by providing identified students with a smaller alternative environment.

The Milford High School and Applied Technology Center serves as a model for real world, integrated learning experiences. Students may select from courses such as bio-technology, pre-engineering, and culinary arts in addition to Advanced Placement courses. The high school is proud to admit better than 50 students from other districts who, on a part-time basis, desire participation in the Applied Technology Center. Milford offers a full array of interscholastic athletic activities, including swimming and wrestling, in the state’s intermediate division. In 2010, our high school basketball team won the Class I State Championship and our “We The People” team is a consistent State champion. Nearly seventy five per cent of Milford students go on to post-secondary education. (Suprenant, R. (2012). *Milford Schools*: Retrieved May 28, 2013 from <http://www.milfordk12.org/>)

Current Professional Development Priorities include: (1) to effectively incorporate new and emerging technologies to improve student achievement and increase teacher effectiveness (2) to develop/improve curriculum instruction and assessment that effectively enables the success of all students (3) to increase the quality and quantity of ongoing, collaborative professional learning practices (4) to increase student engagement resulting in increased student achievement and (5) to successfully meet or exceed the goals and strategies of the School and District Improvement Plans.

¹ Graphic taken from www.milford.nh.gov/

Purpose:

The mission of the Special Education Program Approval Process is to support the advancement of educational results for all learners. This aim is integral to the Focused Monitoring Process in select New Hampshire School Districts, where a strategic and collaborative process is developed to address the Achievement Gap between students with disabilities and their non-disabled peers. To meaningfully address this disparity, a systems perspective is essential to best create strategies that represent gains for all students, including those with unique learning abilities and challenges. Accordingly, the Focused Monitoring Process is designed to incorporate current school and school district improvement goals and strategies in this yearlong effort.

The New Hampshire Department of Education has elected to address the achievement gap as the 'key performance indicator' for meeting the statutory requirements in the NCLB legislation.

Statutory Authority for New Hampshire Department of Education Monitoring

The Individuals with Disabilities Education Act (IDEA) provides federal funds to assist states in educating children with disabilities and requires each participating state to ensure that school districts and other publicly funded educational agencies in the state comply with the requirements of the IDEA and its implementing regulations. New Hampshire state law requires local school districts to provide appropriate special education and related services and requires the State Board of Education (SBE) to establish, monitor and enforce regulations governing the Focused Monitoring process.

The summary report for the Focused Monitoring districts is intended to serve as a record of the work of the Achievement Team during the 2012-2013 school year, and more importantly will contain a limited number of well defined goals that will help focus the district's work by setting a target for student achievement or addressing the factors that impact student achievement. The document is intended to be a synthesis of what the Achievement Team has accomplished, which supports an improvement plan with clear goals, research-based interventions and action steps to achieve the goal of narrowing the achievement gap between students with and without disabilities. Monitoring visits and corrective actions focus on the specific processes related to the Key Performance Indicator that put districts on the "visit" list and are aimed at helping districts improve their performance on that indicator. A statewide group of stakeholders identified the key focus area for New Hampshire school districts.

Essential Question:

What are the contributing factors to the achievement gap between students with disabilities and their non-disabled peers, and how will the gap be narrowed?

Achievement, Leadership, and IEP Review Team Members				
Team Member	Position	Achievement Team	Leadership Team	IEP Review
Alan Bartunek	School Psychologist, MMS	√		√
Allison Pelletier	Guidance, Heron Pond			√
Beth Crampton	Special Educator, MMS			√
Beth SanMartino	Special Educator, MHS (SAGE)			√
Dr. Bradford Craven	Principal, Milford High School		√	
Cathy Croteau	Math Teacher, MHS	√		
Christine Shaw	Special Educator, JMES			√
Diane Doran	Assistant Principal, MHS		√	
Deb Calvetti	Grade 1 Teacher, JMES	√		√
Doreen Danhof	General Ed Teacher			√
Dotty Dillon	General Ed Teacher, HP			√
Dr. Peter Bonaccorsi	Principal, Heron Pond	√	√	
Elena Iannuccillo	Special Educator, MMS			√
Elizabeth Girard	Speech Pathologist, JMES			√
Erik Anderson	Regular Educator, MMS (SAGE)			√
Helene Bureau	Special Educator, Heron Pond			√
Irene Costa	Grade K Teacher, JMES	√		√
Janice Eustis	Occupational Therapist, HP			√
Jara Freeman	General Ed Teacher			√
Jeannie Ackerman	Special Educator, JMES			√
Jen Ruigrok	Occupational Therapist, JMES			√
Jenn Anderson	Special Educator, JMES	√		√
Jenn Horne	Special Educator, MHS	√		√
Jennie Dilley	General Ed Teacher			√
Johanna Johnson	Director of Special Services	√	√	√
Kaitlin Kittredge	Speech Pathologist, HP			√
Kristen Sicard	Occupational Therapist, JMES			√
Kristine Reilly	Special Educator, MMS			√
Laurel Johnson	Assistant Superintendent		√	
Les Chase	School Psychologist, MHS			√
Linda Mossey	Paraprofessional, MHS	√		
Martha Leck-Leonard	Curriculum Coordinator, PK-5	√		
Maureen Jepson	Grade 3 Teacher, Heron Pond	√		
Meg Peterson	Title 1 Coordinator, PK -5	√	√	
Michael Flynn	Computer Teacher, MMS	√		
Michael Hatfield	Assistant Director, Special Services	√	√	√
Michael Tenters	Director of Academic Studies, MHS	√		
Nancy Maguire	Principal, JMES		√	√
Pam Swersky	Speech Pathologist, MHS			√
Paula Durand	Special Educator, Heron Pond	√		√
Rose O'Neil -Vearney	Curriculum Coordinator, 6-8	√		
Sandy Reid	Special Educator, MMS	√		
Sandy Yaffe	Physical Therapist, DW			√
Shelley Ciccone	Speech Pathologist, JMES			√
Tony DeMarco	Principal, Milford Middle School	√	√	
Traci Dorsey	Special Educator, MMS			√

Focused Monitoring Activities:

Achievement (AT) and Leadership Team (LT) Meeting Dates for the 2012-2013 School Year:
(Achievement Team Agendas attached)

<u>August</u>		<u>Oct.</u>		<u>Nov.</u>		<u>Dec.</u>		<u>Jan.</u>		<u>Feb.</u>		<u>March</u>		<u>Apr.</u>		<u>May</u>	
LT	AT	LT	AT	LT	AT	LT	AT	LT	AT	LT	AT	LT	AT	LT	AT	LT	AT
-	23rd	2nd	22nd	6th	26th	4th	12th	8th	7th	4th	-	5th	4 th	2nd	1 st	7th	6th

Focused Monitoring Process Timeline/Guide:

August- September: Getting Ready For Inquiry:

- Overview of Focused Monitoring within District and Symposium
- Initial planning meetings with district administration were held
- Root Cause Analysis began practices (Review of SINI/DINI, Demographic data)

October and November: Organize and Analyze Data:

- Data Analysis activities
- Review of state, district and school data
- Current curriculum, instruction and assessment practices

December- January: Investigate Factors Impacting Student Achievement:

- Synthesized data analysis and investigate other factors impacting student outcomes
- Narrowed the focus and identified key areas in need of improvement
- IEP File Review

February - May: Determine Effective Practices and Write a Plan

- Reviewed patterns and trends
- Recommendations for goals, strategies, and activities were created
- Developed and submitted Final Focused Monitoring Report (by June 1)

Activity Sequence:

Featured Activity Overview							
Reviewed Plans/Data	DINI-SINI- District Data was gathered and analyzed over the course of the summer by special services administration and by the SERESC consultants						
'Index Card' Activity	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> Potential Causes of the GAP? <ul style="list-style-type: none"> ➤ Demographics and Home: ➤ Unrealistic expectations ➤ Tests ➤ Disposition Issues ➤ Lack of training and communication ➤ Watered down programming ➤ Personnel ➤ Delegation </td> <td style="width: 50%; vertical-align: top;"> 'What will potentially impact student outcomes most?' <ul style="list-style-type: none"> a. Demographic/home (dismissed – not in our control) b. Training c. Collaboration between general education and special education staff. </td> </tr> </table>	Potential Causes of the GAP? <ul style="list-style-type: none"> ➤ Demographics and Home: ➤ Unrealistic expectations ➤ Tests ➤ Disposition Issues ➤ Lack of training and communication ➤ Watered down programming ➤ Personnel ➤ Delegation 	'What will potentially impact student outcomes most?' <ul style="list-style-type: none"> a. Demographic/home (dismissed – not in our control) b. Training c. Collaboration between general education and special education staff. 				
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Top 2 (SINI Plan)	<p>Team determined the following priority areas within the SINI to strengthen our overall work:</p> <ul style="list-style-type: none"> a. Curriculum Initiatives b. Observation/Evaluation Initiative c. Response to Instruction (Rtl) 						
Researching 'What Matters and Identifying 'Cardinals'	<p>Explored 15+ articles on 'what matters' in education: Major areas surfaced:</p> <ul style="list-style-type: none"> a. Collaborative Meetings-PLC's by grade/subject b. Feedback to Students c. Frequent Assessment d. Focus on student work e. Focus on clear curriculum/learning targets 						
Primary Research Findings	<p>Two Essentials for Impacting Learning Outcomes:</p> <ul style="list-style-type: none"> a. Collaboration b. Feedback 						
'The Plan'	<p>Within small and large group settings, over the course of a few months, several discussions and changes were made to the following components of the action plan</p> <table style="width: 100%;"> <tr> <td style="width: 50%;">a. Goal(s)</td> <td style="width: 50%;">d. Implementation</td> </tr> <tr> <td>b. Objectives/Strategies</td> <td>e. <u>Impact on student performance</u></td> </tr> <tr> <td>c. Monitoring</td> <td></td> </tr> </table>	a. Goal(s)	d. Implementation	b. Objectives/Strategies	e. <u>Impact on student performance</u>	c. Monitoring	
a. Goal(s)	d. Implementation						
b. Objectives/Strategies	e. <u>Impact on student performance</u>						
c. Monitoring							

Milford Action Plan:

The Focused Monitoring Action Plan is intended to describe the specific Goals, Objectives and Strategies that will be implemented as a result of the year long FM Planning Process. This strategic process serves as ‘roadmap’ for advancing the learning for all students while projecting the specific strategies that will be address the achievement gap between students with unique learning challenges and abilities and their peers. The plan is designed as a document that can be reviewed and revised as necessary throughout the implementation year.

Goal : 10% more of students with disabilities, not yet proficient on the NECAP, will make “ambitious growth’ (10% more than the average predicted gain) on NWEA – fall ’13 spring ’14;

Objective: To ensure that all students receive appropriate instruction to achieve core learning standards

Strategies/Activities	Estimated Resources	Person(s) Responsible	Timeline Begin/End Date	Monitoring of Implementation		Monitoring of Impact on Student Achievement		FM Indicators
				What and by whom?	When	What and by whom?	When	
<p>To build/establish a collaborative structure where data teams (regular and special educators) meet regularly (1x/month) for the following purpose(s):</p> <ul style="list-style-type: none"> Identify prevalent learning needs/ determine need for a reading intervention Monitor the progress of those students currently receiving an intervention Grade level/ department achievement data Discuss effective instructional strategies 	<p><u>Administrative:</u></p> <ul style="list-style-type: none"> Common Meeting Schedule (including time) Provided Structure/ Protocol/ Process <p><u>Personnel:</u></p> <ul style="list-style-type: none"> Administration (regular and special education); Teacher Leaders (data coaches); Reading Specialists and both regular and special educators 	<p>Special Services Administration; Building Level Administration; Reading Specialist; School Personnel</p>	<p>September 2013</p>	<p>Template to include:</p> <ul style="list-style-type: none"> Attendees Student Learning Target Student work/data reviewed & collaboratively assessed Strategies to support standard achievement Suggested intervention cc: list <p>Developed by Teacher Leaders with support and approval by building and district level administration</p>	<p>September 2013</p>	<p>The following assessment results will be reviewed, analyzed and used to measure strategy effectiveness by building based data teams:</p> <p><u>Elementary:</u> DIBELS, Curriculum Based Measures; NECAP, Student Work, NWEA</p> <p><u>Middle:</u> NWEA, NECAP, Individual student achievement results, student work, core assessments</p> <p><u>High:</u> NWEA; NECAP; Individual student achievement results, student work, core assessments</p>	<p>June 2014</p>	

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Goal : 10% more of students with disabilities, not yet proficient on the NECAP, will make “ambitious growth’ (10% more than the average predicted gain) on NWEA – fall ’13 spring ’14

Objective: To maximize student response to instruction where a systematic process is implemented with fidelity.

Strategies/Activities	Estimated Resources	Person(s) Responsible	Timeline Begin/End Date	Monitoring of Implementation		Monitoring of Impact on Student Achievement		FM Indicators
				What and by whom?	When	What and by whom?	When	
<p>To Review and Refine the RtI process throughout the district (where necessary) for the following purpose(s):</p> <ul style="list-style-type: none"> To ensure that a menu of options (including all interventions) is created for each building to include target skill area (flow chart/matrix) To ensure the intervention programs are meeting the needs of our student population and increase the menu of options upon determination of increased need To ensure that all students take part in core instruction, unless specified in a student’s IEP 	<p><u>Administrative:</u></p> <ul style="list-style-type: none"> scheduling <p><u>Budget:</u></p> <ul style="list-style-type: none"> Increase funding to purchase needed intervention Continue funding to provide staff Professional Development opportunities <p><u>Personnel:</u></p> <ul style="list-style-type: none"> Administration (regular and special) education; Teacher Leaders; Reading Specialist and both regular and special educators 	<p>Special Services Administration; Building Level Administration; District-wide Administration; Teachers; School Personnel</p>	<p>September 2013</p>	<p>List of students with designated intervention programs and assigned interventions established by Building Administration with support of Special Services Administration and Reading Specialist.</p> <ul style="list-style-type: none"> Track student movement through the tiers <p>Items are placed in the budget for following fiscal year.</p> <ul style="list-style-type: none"> Consistently update RtI intervention list 	<p>Fall 2013</p>	<p>The following assessment results will be reviewed, analyzed and used to measure strategy effectiveness by building based data teams:</p> <p><u>Elementary:</u> DIBELS, Curriculum Based Measures; NECAP, Student Work, NWEA</p> <p><u>Middle:</u> NWEA, NECAP, Individual student achievement results</p> <p><u>High:</u> NWEA; NECAP; Individual student achievement results</p>	<p>June 2014</p>	

Milford Action Plan:

The Focused Monitoring Action Plan is intended to describe the specific Goals, Objectives and Strategies that will be implemented as a result of the year long FM Planning Process. This strategic process serves as ‘roadmap’ for advancing the learning for all students while projecting the specific strategies that will be address the achievement gap between students with unique learning challenges and abilities and their peers. The plan is designed as a document that can be reviewed and revised as necessary throughout the implementation year.

Goal : 10% more of students with disabilities, not yet proficient on the NECAP, will make “ambitious growth’ (10% more than the average predicted gain) on NWEA – fall ’13 spring ’14

Objective: To ensure the RtI evaluation process is utilized effectively in the determination of students with specific learning disabilities.

Strategies/Activities	Estimated Resources	Person(s) Responsible	Timelin e Begin/E nd Date	Monitoring of Implementation		Monitoring of Impact on Student Achievement		FM Indicators
				What and by whom?	When	What and by whom?	When	
To restructure the evaluation process <ul style="list-style-type: none"> • Add Reading Specialist/ LD Specialist to evaluative team (replacing 1 psychologist) • Revise evaluation paperwork • Provide Professional Development on evaluation process to members of the Special Services department 	<u>Materials:</u> <ul style="list-style-type: none"> • Current job description • New job description (Reading Specialist) • Research materials for successful RtI evaluative processes • Data collection resources <u>Budgets:</u> <ul style="list-style-type: none"> • Materials for Professional Development opportunities <u>Human Resources:</u> <ul style="list-style-type: none"> • Time 	Special Services Administration; School Personnel	Spring/ Summer 2013	<ul style="list-style-type: none"> • Job description to Superintendent created by Director of Special Services 	April 2013	<ul style="list-style-type: none"> • More effective evaluative processes (Special Services department) 	June 2014	
			Summer 2013	<ul style="list-style-type: none"> • Hire for position by Special Services • Revision of paperwork completed by Special Services Administration to incorporate RtI practices 	Spring 2013	<ul style="list-style-type: none"> • Student data for this type of evaluation will be disaggregated to establish a baseline of effectiveness for this type of evaluation 	June 2014	
			Fall 2013	<ul style="list-style-type: none"> • Support and training provided by Special Services Administration as illustrated by agenda/minutes, and/or PD forms 	Summer 2013	<ul style="list-style-type: none"> • Improved student achievement (Building & District Level Administration) 		

Next Steps:

Communication:

Communicating the next steps within the Focused Monitoring process to all stakeholders is an integral component to the work of the achievement and leadership teams. Each of the building level administrators in conjunction with other members of the leadership team (staff) will provide a brief overview to their respective staff prior to the conclusion of the 2012-2013 school year. During the opening weeks of the 2013-2014 school year more intensive work will begin. Staff in each building will be provided an extensive overview of the journey the leadership and achievement experienced over the course of year one of this process. Concurrently, the final action plan will be included within the district website to be accessed by parents and other members of the Milford Community.

Monitoring:

As newly released data becomes available (NWEA, NECAP, DIBELS, etc) the results will be reviewed, analyzed, and used to measure strategy effectiveness by building based data teams. The Focused Monitoring Consultants will visit the Milford School District four (4) times throughout the 2013-2014 school year.

Appendix

Milford School District

Focused Monitoring Achievement Team Agenda

August 23, 2012

Sage School

9:00 Welcome and housekeeping

- Confirm LT/AT members; contact information
- Meeting schedule 2012-13: location, times, food
- Meeting protocol: norms, roles, facilitation, etc
- Date we have /need
- IEP Review: schedule, dates, details, DOE role scope, student selection,
- visitors, parent role

9:40 Causes of the “gap”: predictions, focus area(s)

10:20 Break

10:30 Article: “Tipping Point” (Mike Schmoker) – discussion

11:10 Achievement Team agenda planning

12:00 Adjourn

Focused Monitoring Achievement Team Monday, October 22, 2012

Time: 8:30-12:30

Place: Jacques Memorial Elementary School

Agenda

- I. Welcome and FM Overview (8:30-9:15)*
- II. Longitudinal Data Review (9:15-10:00)*
- III. Break (10:00-10:15)*
- IV. Index Card Activity (10:15-10:45)*
- V. District Initiatives Overview (10:45-11:30)*
- VI. IEP Review (11:30-12:10)*
- VII. Wrap Up (12:10-12:30)*
 - a. Action Items
 - b. Homework
 - c. Communication
 - d. Next Meeting Date Reminder

** Please note: times are estimates based on discussion.

Focused Monitoring Achievement Team Monday, October 22, 2012

Time: 8:30-12:30

Place: Community House (public parking is next to the police department)

Agenda

- I. Welcome and House Keeping (8:30-8:55)*
- II. Data: Continuing to Sift through our data (9:00-10:15)*
 - a. Graphs: Impact/control; Index cards
 - b. "Cycle of Improved Student Performance"
 - c. Reading Protocol: Groups 1-5 as Assigned
 - d. Report Out/"Jigsaw"
 - e. "Cycle" Activity
 - f. Is the fog clearing? (Focus Points)
- III. Break (10:15-10:30)*
- IV. Rtl Status Check/discussion (Martha, Rose, Mike T) (10:30-11:15)*
- V. Brunch! (11:15-11:45)*
- VI. Introduce "Access Indicators" OR continuation of morning work (11:50-12:10)*
- VII. Wrap Up (12:10-12:30)*
 - a. PSU
 - b. PCIs
 - c. Communication Plan
 - d. Process Observer report out
 - e. Action Items?
 - f. Other

**NHDOE FOCUSED MONITORING
MILFORD SCHOOL DISTRICT
ACHIEVEMENT TEAM MEETING
12/12/12**

830-1230, MILFORD CONGREGATIONAL
CHURCH, UNION STREET

AGENDA

830-900 HOUSEKEEPING

9-945 ARTICLE REVIEW/REFINEMENT (PLEASE BRING YOUR ARTICLES)

945-1015 MHS RTI OVERVIEW, MIKE TENTERS

10-11 RTI CHART REVIEW/DINI PLAN AND IMPACT FACTORS

11-1130 BRUNCH

1130-1215 DINI PLAN AND IMPACT FACTORS

ACHIEVEMENT TEAM MEETING

Monday, January 07, 2013

8:30-12:30

SAGE @ Bales

Agenda

8:30-8:45: Welcome and Housekeeping

8:45-9:30: PowerPoint: Identifying 'Cardinals' from Essential Research

9:30-10:00: "Carousal": results of small group work

10:00-10:10: Break

10:10-10:40: Consensus re: "Cardinals" (whole group)

10:40-11:50: "Cardinals" (smaller groups); Report Out

11:50-12:00: Wrap Up

- Action Items
- Communication Plan
- PCI's (please turn into Mike)
- Next AT Meeting???

12:00-12:30: Lunch

Norms of Collaboration:

Pausing, Paraphrasing, Posing Ideas, Putting Ideas on the Table, Providing Data, Paying Attention to Self and Others, Presuming Positive Intentions

Milford School District
Focused Monitoring Achievement Team
Monday, March 4, 2013 8:30-12:30

Seven Norms of Collaboration:

Pausing; Paraphrasing; Posing Questions; Putting Ideas on the Table; Providing Data; Paying Attention to Self and Others; Presuming Positive Intentions

8:30 Welcome and Housekeeping

- Roles: Historian, Recorder, Jargon Buster, Scribe/Parking Lot, Timekeeper, Process Observer
- Selection of Norms

8:45 "Clearing": Discussion of 2/4/13 Meeting

9:15 Review of the Journey

- Where did we start?
- Where are we now?

9:45 Action Planning

- Action Plan Template
- Expectations for the Action Plan

10:00 BREAK

10:15 Action Planning (small group work)

- Goal(s)
- Objectives/Strategies
- Monitoring
- Implementation
- Impact on Student Performance

11:30 LUNCH

12:00 FM Annual Report

- Template
- Who's responsible?
- Benchmarks/Check-in Points

12:20 Wrap Up

12:30 Adjourn

NEXT MEETING: April 1, 2013 (no kidding!)

Achievement Team Agenda

8:30

- I. Welcome/Housekeeping
 - Roles: recorder, process observer, jargon buster, scribe, timekeeper
 - Action items from 4/1/13
 - Selection of Norms

8:45

- II. Review and finalize Action Plan (work done by AT 4/1)
- III.
 - Monitoring: Implementation, student with disabilities performance impact
 - Resources/Personnel/Timeline

9:30

- IV. Additional Action Plan material review (LT meeting 4/2/13)
 - Introduction/discussion (JJ, MH; LT members)
 - Next steps

10:30

BREAK

10:45

- V. Communication Plan: "Roll Out of Action Plan district-wide"

11:15

- VI. Other Reports Status
 - Summary/Annual Report
 - Corrective Action Plan

11:45

- VII. Wrap Up/Next Steps (LT agenda)

12:00

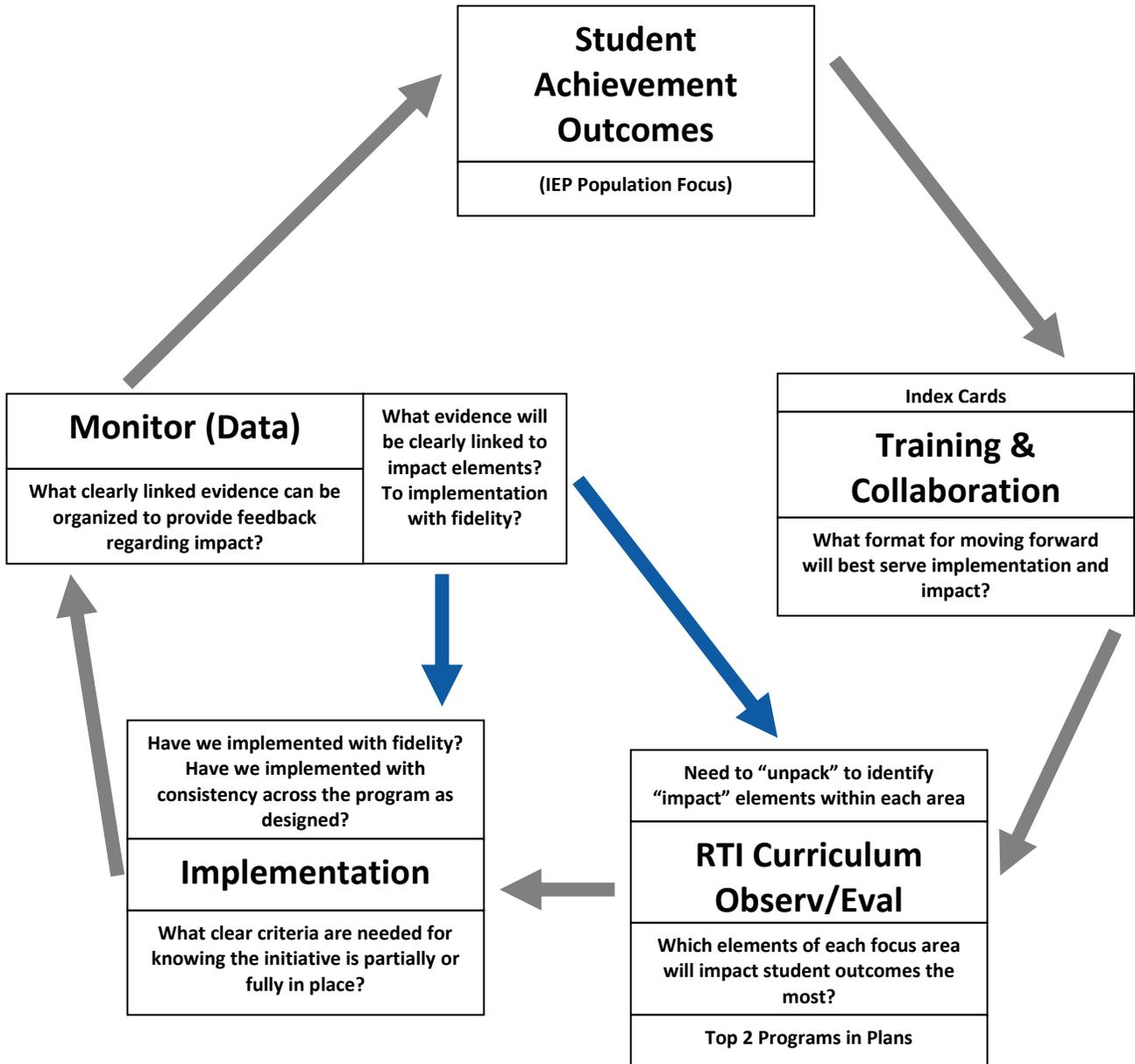
Milford—FM Process—Articles for consideration

[* = key article]

(#pg) Article	Author	Key items addressed	web link
Group 1:			
(6) * Schools Moving Up	(Almanzan)	Expectations; Data; Focus; PD; Parents	http://www.wested.org/cs/we/view/feat/155
(2) * Growth Mindsets	(Dweck)	Beliefs; Learning outcomes; Expectations	(electronic copy sent)
(4) * Students Tracking Own Progress (Marzano)		Focus; Instruction; Feedback	(will bring a hard copy)
Other?			
Group 2:			
(2) Results—Student Work...	(Richardson)	PLC; Student work; learning targets	(will bring a hard copy)
(2) Examining Student Work.	(Mitchell)	PLC; Student work; time to meet	(will bring a hard copy)
(5) Classroom Assessment....	(Leahy et.al)	Feedback; formative assessment; PLC	(electronic copy sent)
(3) Up and Away.....	(Schmoker)	Focus; Formative data; PLC	
Other?			
Group 3:			
(19) * 90/90/90	(Reeves)	Focus; clear curric; freq. assmt; non-fiction; PLC	(will bring a hard copy)
Group 4:			
(2)* Implementation Counts (Goodwin)		Impact elements; Process	http://www.ascd.org/publications/educational-leadership/oct11/vol69/num02/Implementation-Counts.aspx
(3)* Teaching to What is in Common (Willingham)		Instructional needs; Feedback; Practices	(will bring a hard copy)
(2) Culture Shift/Not Overnight(DuFour)		PLC; Student Data/evidence	http://centre4.core-ed.net/viewfile.php/26811/file/33/85924/LeadingedgeCultureshiftdoesntoccuroverni.pdf
(2) Rating Your Team	(Troen)	Focus; Collaboration; Follow up accountability	electronic copy sent)
Other?			
Group 5:			
(6) Forget What you Know... (Carey)		Instruction; What research does/does not support	(will bring a hard copy)
(2) Give Children Feedback.. (Vasagar)		Instruction; Not about uniforms; Paras—class size	(will bring a hard copy)
(2) Quality Feedback (Rapp)		Feedback; learning targets;	(will bring a hard copy)
(2) Learning Methods are Ranked (McClure)		PLC;	(will bring a hard copy)
Other?			

Milford LT & AT Identified Components

11.7.12 version



Milford LT Top 2 Impact Plan Initiatives 2012

